

Required Elements Rubric

(maximum two (2) pages for each category in application)

The following eleven categories will carry equal weight in the body section of your application, with each category being scored between zero and nine points. Each category's rubric contains three columns, with three bullets in each column representing the required elements for that score level. A detailed description of what evidence is required for each category is outlined above the rubric with specific indicators found in each bullet. A score of zero will be awarded for lack of evidence in any particular category.

1. *Purchasing Policies & Procedures* _____ / 9 points

2. *Accountability / Accreditation* _____ / 9 points

3. *Project budget narrative* _____ / 9 points

4. *Networking and external support* _____ / 9 points

Purposes of Charter Schools (53A-1a-503)

5. *Purpose 1: Improve student learning* _____ / 9 points

6. *Purpose 2: Innovative teaching methods* _____ / 9 points

7. *Purpose 3: Educator participation in learning program* _____ / 9 points

8. *Purpose 4: Increase choice of learning opportunities* _____ / 9 points

9. *Purpose 5a: New model of public school* _____ / 9 points

10. *Purpose 5b: Creation of innovative measurement tools* _____ / 9 points

11. *Purpose 6: Greater parental involvement in management* _____ / 9 points

TOTAL POINTS _____ / 99 points

(NOTE: Raw score on body of application will be multiplied by 0.5)

1. Purchasing Policies and Procedures

- School has adopted formal Purchasing Policies & Procedures (PP&P) or has chosen to follow the PP & P of the State of Utah (<http://www.purchasing.utah.gov/legal/policiesrules.htm>). Submit a copy of your board minutes where PP & P were adopted.
- School has followed adopted PP&P for facility acquisition. Describe and submit documentation showing how your facility acquisition, including any lease, followed proper PP&P. For schools in planning year (will open 2007-2008), describe how you will follow your adopted PP&P for facility acquisition. *NOTE: This requirement will be scored double weight.*
- School has followed adopted PP&P for purchases. Describe and submit documentation showing one acquisition over \$5,000 (e.g. curriculum, textbooks, services). For schools in planning year (will open 2007-2008), describe how you will follow your adopted PP&P for textbook purchases.

Level 1 1 point each	Level 2 2 points each	Level 3 3 points each
<ul style="list-style-type: none"> • PP&P formally adopted, board minutes included for verification. • PP&P adopted, but little or no or detail provided to show it was followed in an acquisition over \$5,000. 	<ul style="list-style-type: none"> • PP&P adopted and used in the facility acquisition, including lease. Process used meets legal requirements, but documentation is weak. • PP&P adopted and used in an acquisition over \$5,000. Process used meets legal requirements, but documentation is weak. 	<ul style="list-style-type: none"> • PP&P adopted and followed in facility acquisition, including lease, sufficient bids were obtained. • PP&P adopted and used in an acquisition over \$5,000.
Other : _____ (1-3 points) Total for this section _____ / 9		

2. Project Budget Narrative

- A. Provide an overview of how grant funds will be used to address project goals and meet the needs of the charter school, charter school developers, or district school seeking to convert to charter status.
- B. Fully describe the proposed budget. For each line item in the budget code, include the budgeted amount and the justification or rationale for that item.

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> Budget narrative has no connection to the purpose of the school and does not meet the needs of the school. The budget narrative is too broad – highly questionable whether the school has thought through a plan to use grant funds Budget contains non-allowable expenditures 	<ul style="list-style-type: none"> Weak evidence that the budget narrative supports the purpose of the school and somewhat meets the needs of the school The budget narrative is mostly complete but there are several questions regarding the planned use of grant funds Budget contains only allowable expenditures, but description is vague with little detail 	<ul style="list-style-type: none"> Budget narrative completely supports the purpose of the school and meets the needs of the school Budget narrative is detailed, logical, and leaves no question as to the viability of the plan Budget contains only allowable expenditures and complete description with full detail is provided for all expenditures
Other : _____ (1-3 points) Total for this section ____ / 9		

3. Accountability / Accreditation

- Describe the school's accountability plan, specifically mentioning how the charter school plans to measure the academic progress of their students beyond just the U-PASS measures. Your plan should include the yearly development of a school improvement plan as described in 53A-1a-108.5.
- Describe the school's specific, measurable goals for student academic achievement in relation to U-PASS and other accreditation indicators. If U-PASS data are not available, list the school's goals for U-PASS results; include other bodies of evidence. The goals must be specific, measurable, attainable, research-based, and time-phased.
- If a secondary school, describe your school's goals toward securing Northwest Accreditation.

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • Accountability plan lacks detail; little or no evidence of plan to bring educational program into alignment with state standards. • Goals for increasing student academic achievement are weak or unrealistic. Little or no description of how students will be assessed in grades & subjects not included in U-PASS. • Little or no information on plan to address Northwest Accreditation requirements. 	<ul style="list-style-type: none"> • Accountability plan outlined. Vague plan to align with state standards. • Describes some specific measurable, attainable, research-based, and time-phased goals for student academic achievement. Some information provided on how students will be assessed in grades & subjects not included in U-PASS. • Plan addresses Northwest Accreditation requirements. 	<ul style="list-style-type: none"> • Broad and thorough accountability plan detailed along with evidence that the plan aligns with state standards. • Specific measurable, attainable, research-based, and time-phased goals for student academic achievement are rigorous and obtainable. Describes fully how students will be assessed in grades & subjects not included in U-PASS. • Plan clearly aligned to Northwest Accreditation requirements.
Other : _____ (1-3 points)		Total for this section ____ / 9

4. Networking and External Support

- A. Describe the networking and external support that has or will occur to support the charter school's administrators, operators, teachers, and/or governing board members. This should include a description of the type of external support and assistance the school will rely upon in the development and/or implementation of the school's total program. Technical assistance and external support is encouraged in areas such as: governance, program planning, transition from planning to implementation, staff relations, establishing a business office, facilities, curriculum and assessment, federally funded programs, and data-driven decision making.
- B. If the charter school is requesting funds for conference or networking opportunities, tie those activities to the overall networking plan for the school. Describe why those activities were chosen.

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> Lacks evidence of a plan for networking or professional development. Demonstrates little effort to train or develop a professional staff Activities, for which funds are being requested, have no connection to the networking plan 	<ul style="list-style-type: none"> Networking and professional development described for various aspects of the school. Plan provides for training or building a professional staff. Limited connection between activities for which funds are being requested and the networking plan 	<ul style="list-style-type: none"> Thorough and comprehensive plan detailed for networking and professional development involving specific areas of the school's operation. Documents efforts to train and develop a highly skilled networked staff. Activities for which funds are being requested clearly support the networking plan
Other : _____ (1-3 points)		Total for this section ____ / 9

5. *Purpose 1 – Improve student learning by measuring the impact of the innovative practices on student achievement*
- Effectiveness goals focus on student achievement
 - Measurement of effectiveness goals focus on individual student achievement (not school wide and not in comparison to other schools)
 - Student, Parent, Teacher, Administration assessment of innovative practices on a yearly basis

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • Effectiveness goals do not mention student achievements • Measurement of effectiveness goals do not match goal • School stakeholders are not encouraged to assess school on a yearly basis and the decisions for school change are made by the governing board and/or administration 	<ul style="list-style-type: none"> • Effectiveness goals mention but do not focus on student achievements • Measurement of effectiveness goals focus on school-wide student achievement and/or compare school to neighboring school/district • School stakeholders are encouraged to assess school on a yearly basis, but results of assessments are simply listed in report and not used to effect change 	<ul style="list-style-type: none"> • Effectiveness goals focus on student achievements • Measurement of effectiveness goals focus on individual student achievement and use mastery level as criteria • All school stakeholders are encouraged to assess school on a yearly basis, results of assessments are used to measure school effectiveness, and changes are made to school practices to increase student achievement
Other : _____ (1-3 points) Total for this section ____ / 9		

6. *Purpose 2 – Encourage innovative teaching practices*

- Teachers receive professional development opportunities on innovative teaching practices and are expected to use them.
- Innovative practices shared by teachers at staff meetings/department meetings
- Teachers evaluated on and rewarded for use of innovative teaching practices

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • Teachers do not have professional development opportunities to learn innovative teaching practices • Teachers are not asked to share innovative teaching practices with others • Teachers are not evaluated and/or rewarded for use or development of innovative teaching practices 	<ul style="list-style-type: none"> • Teachers have professional development opportunities to learn innovative teaching practices but are not required to use them in the classroom • Teachers are asked to share innovative teaching practices with others but no forum for sharing is defined • Teachers are either not evaluated or not rewarded for use or development of innovative teaching practices 	<ul style="list-style-type: none"> • Teachers have professional development opportunities and are required to use innovative teaching practices in every classroom • Teachers are asked to share innovative teaching practices with others at a school sponsored activity (e.g. staff development, staff meeting, team meeting, open house, parent-teacher conference, etc.) • Teachers are evaluated and rewarded for use or development of innovative teaching practices
Other : _____ (1-3 points)		Total for this section ____ / 9

7. *Purpose 3 – opportunities for educators to actively participate in the design and implementation of the learning program*
- Teachers work in teams (grade level, subject matter, interdisciplinary) to develop curriculum map and implement design
 - Teachers design student assessment of curriculum mastery (not sole reliance on state assessments) and propose criteria for student movement between grade levels
 - Teachers continually assess all components of the adopted learning program and formally evaluate school on a yearly basis

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • Teachers do not work in teams to develop and implement curriculum • School complies with all state testing requirements • Teachers never assess school learning program and do not formally evaluate school on a yearly basis 	<ul style="list-style-type: none"> • Teachers work in teams to develop and implement curriculum • School complies with all state testing requirements and incorporates additional formal assessment for student mastery • Teachers assess school learning program but do not formally evaluate school on a yearly basis 	<ul style="list-style-type: none"> • Teachers work in teams to develop and implement curriculum and are given common time to accomplish the task • School complies with all state testing requirements and incorporates additional formal assessment for student mastery. Assessment is used by teacher and parent for making decisions about their student • Teachers continually assess and adjust school learning program and are encouraged to formally evaluate school on a yearly basis
Other : _____ (1-3 points)		Total for this section _____ / 9

8. *Purpose 4 - unique learning opportunities providing increased choice in education*

- Research-based language arts, math, science, and social studies curricula (including citation of research)
- School serving special population of students (e.g. minority, ELL, low SES, SPED, etc.)
- School located in area where comparable district schools are not making AYP

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • Curricula is mentioned with little description or supporting research • School does not seek to serve special population of students • School is located in district where all students are making AYP 	<ul style="list-style-type: none"> • Curricula is described in detail but lacks supporting research • School mentions serving special population of students but lacks evidence of how this will be accomplished • School is located in district where at least one school is not making AYP 	<ul style="list-style-type: none"> • Curricula is described in detail with supporting research cited • School strives to serve special population of students and evidence is found throughout application • School is located in district where a comparable school is not making AYP
Other : _____ (1-3 points)		Total for this section ____ / 9

9. *Purpose 5a – new public school models*

- Unique focus of charter school mission/vision
- All aspects of school focus on school mission (assessment, curriculum decisions, governing board, etc.)

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • Charter school model follows another public school model • Daily aspects of school do not match with the school focus and mission • Cannot be replicated by other schools 	<ul style="list-style-type: none"> • Charter school model is new to public schools • Daily aspects of school somewhat match with the school focus and mission • Difficult to replicate at other schools 	<ul style="list-style-type: none"> • Charter school model is unique and creative creating a model for other public schools to follow • Daily aspects of school support the school mission and help align assessment, curricula, and management with the school vision • Easily replicated successfully at other schools
Other : _____ (1-3 points)		Total for this section ____/ 9

10. *Purpose 5b – new forms of accountability emphasizing the measurement of learning outcomes and the creation of new measurement tools*
- New student measurement tool(s) emphasizing learning outcomes described and evidence of continual assessment of tool(s)
 - Teacher training on new measurement tool(s) and evaluated on using said tool(s)
 - Teachers rewarded for appropriate use of new measurement tool(s)

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • No accountability based on the measurement of learning outcomes described • No teacher training on measurement using learning outcomes and teachers not evaluated on the use of learning outcomes for student assessment • Teachers not rewarded for the use or creation of learning outcomes based measurement tools 	<ul style="list-style-type: none"> • Student assessed and using learning outcomes but not held accountable • Some teacher training on measurement using learning outcomes but teachers not evaluated on the use of learning outcomes for student assessment • Teachers rewarded for the use of learning outcomes based measurement tools 	<ul style="list-style-type: none"> • Student assessed and accountable based on the measurement of learning outcomes • Continued teacher training on measurement using learning outcomes and teachers evaluated on the use of learning outcomes for student assessment • Teachers rewarded and encouraged to the use and create learning outcomes based measurement tools
Other : _____ (1-3 points) Total for this section ____ / 9		

11. *Purpose 6 – opportunities for greater parental involvement, including greater involvement in management decisions*
- Formal parent organization described and adequately represented on governing board as a voting member (25% minimum)
 - Multiple opportunities described for parent involvement in “in-school” and “out-of-school” activities, including equitable opportunity for all parents to be involved in school
 - School evaluation by parents completed at least once per year with areas found wanting in parent evaluation included in subsequent year’s school improvement plan (until not found wanting)

Level 1	Level 2	Level 3
1 point each	2 points each	3 points each
<ul style="list-style-type: none"> • No formal parent organization described, parents not included on governing board and/or are not a voting member • Parents encouraged to volunteer at school but are not given ample opportunity • Parents not allowed to complete formal evaluation of school on a yearly basis 	<ul style="list-style-type: none"> • Formal parent organization described but not well supported by the school, parents included on governing board are not adequately represented or are not voting members • Parents encouraged to volunteer at school and are given ample opportunity • Parents allowed to complete formal evaluation of school on a yearly basis but results are not used to drive school improvement plan goals 	<ul style="list-style-type: none"> • Formal parent organization well supported by the school, parents included on governing board are adequately represented and are voting members • Parents encouraged to volunteer at school and are given ample and equitable opportunity according to family needs • Parents complete formal evaluation of school on a yearly basis and results are discussed and used to drive school improvement plan goals until area is at an adequate level
Other : _____ (1-3 points)		Total for this section ____ / 9